**RHODE ISLAND GRADE LEVEL EXPECTANCIES (GLEs) K-3 READING/WRITING**

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| **Concepts of Print (R-10) p. 5**  **Phonemic Awareness/Phonological Knowledge (R-9) p. 4**  9.1 Blending syllables  9.2 Blending phonemes  9.3 Isolating phonemes  9.4 Deleting phonemes  9.5 Producing rhyme pairs  9.6 Counting syllables  **Word Identification Skills (R-1) p. 7**   * 1. Identifying regular spelled multi-syllabic words   2. Reading regular spelled multi-syllabic words   3. Reading words in context with automaticity   4. Reading high frequency words \*\* See 6 syllable types – Appendix B (p. 24)   **Reading Fluency and Accuracy (R-11) p. 6**  11.1 Accuracy  11.2 Speed  11.3 Expression  **Vocabulary Strategies (R-2) p. 9**  2.1 Unlock meaning of unfamiliar words using PK and context cues (K-Gr. 1) and  Word structure – prefixes/suffixes (Grades 2-3)  **Breadth of Vocabulary (R-3) p. 10**  3.1 Identify synonyms and antonyms of a word  3.2 Use words in context  3.3 Categorize words  **\*\*\* Literary Texts**  **Comprehension (Initial Understanding) R-4 p. 11**  4.1 Identify characters, setting, problem, major events, solution  4.2 Sequence/retell main events  4.3 Generate questions  4.4 Distinguish between literary text genres  4.5 Identify literary devises (rhyme, alliteration, dialogue, description)  **Comprehension (Analysis & Interpretation – Citing Evidence) R-5 p. 12**  5.1 Make predictions and provide evidence  5.2 Identify character traits and provide evidence  5.3 Infer problem/solution and provide evidence  5.4 Grade 3 > point of view  5.5 Grade 2 > author’s message / theme  5.6 Grade 2 > character motives  5.7 Grade 2 > cause/effect  **Comprehension (Generates A Personal Response) R-16 p. 14**  16.1 Makes text-to-text (other books), text-to-self (PK), and text-to-world (experiences) connections | **\*\*\* Informational Texts**  **Comprehension (Initial Understanding) R-7 p. 15-16**  7.1 Obtain information from text features  7.2 Use explicit information to answer questions  7.3 Locate and record information in graphic organizer  7.4 Generate questions before, during, & after reading  7.5 Distinguish between information text types  **Comprehension (Analysis & Interpretation – Citing Evidence) R-8 p. 17**  8.1 Tell what you learned  8.2 Identify the main idea  8.3 Make inferences from text  8.4 Identify facts from the text  8.5 Identify cause/effect relationships  **Reading Comprehension Strategy Use**  **Monitoring and Adjusting Reading (R-12) p. 18**  12.1 Monitor own understanding and self-correct  **Reading Comprehension Strategies (R-13) p. 19**  13 (Grade K-1) use prior knowledge, ask questions, make inference, visualize, and make connections  13 (Grades 2-3) plus determine importance and locate/use text features  **Reading Widely and Extensively (R-14) p. 20**  14.1 Read with frequency  14.2 Read from a wide range of genres  **Participating in a Literate Community (R-17) p. 21**  17.1 Self-select reading materials  17.2 Participate in discussions about text  \*\* See Append. D – Metacognitive Strategies (p. 25)  **Writing**  **Writing Process (W-10) p. 4**  Prewrite, draft, revise, edit, critique, final draft  **Applying Understanding (W-1) p. 6**  Write short complete sentences  **Writing in Response to Reading p. 7-8**  W-2 Represent ideas in pictures, words, sentences  W-3 Making analytic judgments (state purpose) -  3.3 Grades 2 > Provide details to support  3.4 Organize ideas beginning, middle, and end  **Narrative Writing**  W-4 Creating a Story Line (beg, middle, and end)  W-5 Creating Characters  **Information Writing**  W-6 & W-7 Organizing  (sort, classify, organize structure, list procedures)  W-8 Info Writing – Elaboration Strategies (Details)  W-9 Writing Conventions (Grammar/Mechanics) |